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ABSTRACT

Intended for use in teaching a senior high school writing course, this curriculum guide uses career related activities to help students clarify their career goals, practice some common adult writing experiences, and, in general, prepare for the future. Four areas from "real life" experiences are included and may be used separately as individual assignments or expanded into a complete course: (1) self-analysis writing to aid the student in identifying his abilities and the major influences in his life and in researching career possibilities; (2) applying for a job to provide the student with practice in filling out application forms, writing resumes, and interviewing procedures; (3) writing minutes to acquaint the student with organizational roles and meetings; and (4) completing forms to instruct the student in the type of informative writing required by report forms such as those used in accident reports or insurance applications. Each of the four sections consists of five parts: student objectives (stated in behavioral terms), materials needed, day-by-day procedure, notes to the teacher, and activities for student use. Besides improving basic writing skills, these activities are intended to help students develop a respect for work, including its personal as well as social contributions and implications. (ELG)

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ED155307

ROSEVILLE AREA SCHOOLS

Independent School District 623
1251 W. County Road B-2
St. Paul, Minnesota 55113

WRITING I

A SENIOR HIGH COURSE

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INTRODUCTION

A natural place to implement career education aspects in language arts at the senior high level is in a writing course. In searching for ideas to use for topics, activities to improve writing skills, and variety in lessons, an educator can look to "real life" writing situations. It is with this thought in mind that the career related writing activities were developed.

The guide is divided into four sections. (A. Introductory Self-analysis Writings, B. Applying for a Job, C. Writing Minutes, and D. Completing Forms.) Each section contains the following:

1. Student objectives (stated in behavioral terms)

2. Materials needed - This is a list of what will be used for the section. In most instances the materials are included in the activity section.

3. Procedure - A day-by-day procedure is suggested for total use of the activities.

4. Notes to the Teacher - These notes are designed to give the educator hints for using the materials.

5. Activities - The activities are written for student use. They can be easily reproduced.

An educator may elect to use individual writing assignments, one or more sections as units, or expand the activities into a complete course. Whichever way the materials are used, students have generally started thinking and wondering about their lives after they leave the "sheltered walls" of high school. Doing career related activities will help them clarify their ideas, help them practice some actual adult writing experiences, and hopefully prepare them for the future.

General Goals:

1. To improve basic writing skills such as sentence structure, punctuation, spelling, paragraph construction, and clarity of thought.

2. To implement a positive self concept with awareness of personal characteristics as they relate to career roles.

3. To analyze strengths in terms of abilities, interests, and potential for growth.

4. To analyze the lifestyle implications of tentative career plans.

5. To identify the responsibilities and expectations of preferred occupations and relate these to self concept.

6. To identify decision making skills and apply them to personal life planning.

7. To utilize the major informational resources needed in personal life planning.

8. To critically examine the advice given by significant others.

9. To develop a respect for work, including its personal as well as its social contributions and implications.

Section I: Introductory Self-Analysis Writings

I. Objectives:

A. Students will identify their own talents and abilities.

B. Students will identify benefits and drawbacks of careers which interest them.

C. Students will compare and contrast careers which interest them.

D. Students will be able to write a comparison-contrast paper.

E. Students will identify research techniques.

F. Students will identify the significant others in their lives.

G. Students will be aware of the influences on their lives.

II. Materials needed:

A. Career research materials - use library, media center, or career learning center resources.

B. Teacher will need background materials for

1) Writing paragraphs - Any "how to" writing books or language arts texts contain information concerning comparing and contrasting. Some authors call it "pro and con" writing.

2) Basic researching skills - Any language arts texts contain this information.

C. Comparison-contrast assignment.

D. Lifestyle assignment

E. Guest speaker

F. Significant others assignment

III. Procedure:

A. Day 1

Spend the first part of the class period telling students that they will be writing about careers and jobs. If time permits, you might use a visual medium such as the film World of Work (a Counselor film) as an introduction.

Introduce the comparison-contrast assignment. (See Activities pages at the end of this section.) Tell students that the next

two days will be spent doing research. It might help to bring some career materials into the classroom and introduce them to the students. If your librarian is willing, he/she might come into the classroom to introduce the materials. If your class is not familiar with researching techniques, you may want to spend some time on "how to research."

B. Day 2

Work in library.

C. Day 3

Spend a short time at the beginning of the period on how to do comparison-contrast writing if you have not already covered this in class. Alert students that the comparison-contrast assignment is due on Day 4. Spend the remainder of the time in the library to finish research and begin work on the paper.

D. Day 4

Comparison-contrast assignment is due. Have students use this assignment to complete the lifestyle writing assignment in class. At the end of the period, both writings should be submitted.

Tell students that there will be a guest speaker during the next class period.

E. Day 5

Have a counselor, another personnel representative, a parent who has a particularly interesting job, or another teacher or staff member come into the classroom to talk about job opportunities in general. They should also discuss life roles including parenting, husband-wife relationships, volunteer work, the importance of home and independence, or other applicable roles.

After the discussion in which the class is free to ask the guest questions, hand out the significant others assignment. The assignment is due at the beginning of the next class period.

IV. Notes to the teacher:

A. The comparison-contrast paper is an excellent assignment to analyze strengths in terms of abilities, interests, and potential for growth of the students. Not only will the students be working to improve their basic writing skills, but hopefully they will learn something about themselves.

B. The lifestyle paper is built on the comparison-contrast paper. It should help the students realize the lifestyle implications of social roles.

C. Be sure to arrange for the guest speaker well in advance of the unit. The day before the speaker comes in, you might take some time to discuss how to ask questions.

D. Be sure to correct and grade papers and return to students promptly. If time permits, schedule individual conferences to discuss the student's work. This is one of the best ways to work on basic writing skills.

Activity: Contrast-Comparison Writing Assignment

Go to the library and research any two jobs you think are interesting.

A. When researching, find facts about pay, hours, benefits, unions, ability to do what you want in your spare time, training, places jobs are available, types of people working at that job, possibilities for advancement, and any other information you can gather.

B. Looking at the information you have gathered, decide which of the jobs you see yourself fitting into, the one that appeals to your interests most, and the job you think you would be able to do because of your talents or abilities.

C. Write a paper of comparison-contrast, telling which job you are most suited for, taking into account the above considerations, and explain why. What is your self concept? What are your interests? What are your strongest abilities? What abilities are you willing to acquire? Why do you think this will allow you to grow and to be the type of person you want to be and live the type of life you want to live?

Then tell why the other job does not fulfill all of the qualifications above.

When you are done, you will not only have a paper of comparison-contrast, but you will also have a good summary of your interests, abilities, and the way you see yourself now and in the future.

Activity: Lifestyle Writing Assignment

First: Look at your paper, and on a separate sheet, list all the things that make this your "most liked" job. Be sure to list the salary, the hours, vacations, benefits, and all other important considerations. If you didn't include these in your first paper, go back to your researching and find them.

Next: On the same sheet of paper, leaving a space between, list all the things you like to do, or plan to do, with your leisure time. Consider recreation, travel, things you want to buy, how often you want to go out, and any other things you can think of.

Then: Again leaving space, list the other factors that will affect your life and make up your lifestyle. Consider here the size of your family, the place you want to live and its cost, the things you will need to live this way (furniture, cars, pets, etc.) and any other things you can come up with that will show what type of a life you intend to live.

Finally: Take a good look at what you want to do during your life and what you want to have. Look back at that job. Will it allow you to do all the things you want to do? Why or why not? Will you be able to adjust your lifestyle to go along with your job choice? Will you possibly have to find an alternative job so that you can do what you want to do?

IN A WELL DEVELOPED, THREE PARAGRAPH PAPER, ANSWER THE QUESTIONS ABOVE. Explain clearly how the job can or can't support the lifestyle you have chosen for yourself. Then, tell what you will do to make the two - your job and your lifestyle - more compatible.

Activity: Significant Others Assignment

A. Keeping in mind what was just said, tell in as many well developed paragraphs as necessary, how what the speaker said affected you. Had you thought of the things mentioned before? Be specific - which ones had you thought of? Which ones not? Will the things mentioned make any difference in your life?

B. What are the things most of the people in your life say about the future? Do your parents encourage you to go to school? To get a job? To get married or not get married? Does your girl or boy friend influence many of the decisions you make? Which ones? Why? Did anyone around you convince you to do something that is going to have a great influence on your life in the future?

C. When you are done with this paper, you should have told me who has influenced you in decisions you are making - both those that don't matter so much, as well as those that do - and why you let these people influence your decisions. Be honest with yourself, because when you're done and you re-read this paper, it should tell you a lot about the type of person you are and a lot about those significant others in your life, and how they will affect your future lifestyle.

Section II: Applying for a Job

I. Objectives:

A. Students will experience filling out application forms, writing letters of application and resumés.

B. Students will identify a good job interview.

C. Students will identify the importance of correct completion of job applications.

D. Students will compare and contrast successful and unsuccessful job applications, letters, resumés, and interviews.

E. Students will improve their basic writing skills.

F. Students will practice decision-making skills.

G. Students will develop a respect for work.

II. Materials needed:

A. Writing activities

1) Application for Social Security Number

2) How to Fill Out Job Applications Reading

3) Rules for Completing Applications

4) Employment Application Form

5) Letter and Resumé Writing Activity Packet

6) Job Interviews:

a) Information on a Career That I Would Like to Be Interviewed For

b) Practice Interview

c) Rules for Interviewing

7) Five-Year Plan

B. Career Materials either in class, career center, or library.

III. Procedure:

A. Day 1

By way of introduction, explain to the students that they will be

working on applying for a job in this unit. Use the Social Security assignment. Have students read the explanation and then fill in the sample. At the end of the period, review the form. It would help to have a transparency of the form and complete it as you review.

B. Day 2

Have students read How to Fill Out Job Applications. (See Activity Section.) Discuss briefly. Then hand out the Rules for Completing Applications and review this summary with them.

Have students complete an application form. You may use the mock-up of an application in the Activity Section or you may wish to collect actual application forms from businesses in your community.

C. Days 3, 4, and 5

Hand out the letter writing packet. Explain to the students that for the next three letter writing days, they will fulfill a contract. Have them read the grading instructions at the beginning of the packet. (If you wish, you can change the grading structure to suit your class.)

Before the students begin working on their own, review the following terms: friendly or social letters, business letters, and resumé.

The packet should contain all the information students need to write letters so advise them to read carefully. You will probably need to help individuals during these days.

On Day 5 take the last 15 minutes to review materials from the packet. A sound approach might be to have transparencies of a social letter, a business letter and a resumé. Review the parts of the letters and the do's and don't's.

The letter assignment is due on Day 6. All students should have time to complete it by then.

D. Day 6

Although a job interview is usually a speech experience it can be used in a writing class. The interviews assignment sheets will help students prepare answers for future interviews. Take some time to review the rules for interviewing.

The teacher may extend the interviewing to 3-4 days if he/she feels it warrants the time. See the Notes to the Teacher section for suggestions.

E. Days 7 and 8

This two day assignment requires students to do some research and write a plan for their next five years. If your school has a career learning center, students should use it for their research; if not, see the Notes to the Teacher section for suggestions for an in-class library.

IV. Notes to the Teacher

A. Although most senior high school students have already obtained a Social Security Card, most of them know little about what Social Security is, why they have the card, and why so many employers ask them for their number. Because of this, and also because the Social Security application is an easy blank to use as a teaching device, it is a natural first assignment.

B. If you are going to use community employment application blanks for an assignment, it is a good idea to have a large number available. If a student intends to go to college or other post high school institution, have the students see their counselor and obtain an application for the school they wish to attend.

C. In grading applications, it is important to stress accuracy, neatness and truthfulness.

D. The letter writing and resumé packet is a complete guide for both social and business letters. It also tells about the different types of letters in each category. Since there are many ways to write resumés, it is wise to introduce at least two. At the end of the letter writing packet is an example of a simple resumé, followed by a format for a more complicated one. It is interesting to note that over 95% of all employees hired are introduced by a resumé. In order to stress the importance of the cover letter, it is also a good idea to talk about it in class. The prospective employer might receive 100 such letters in a day, so the best written and most personable letter will be the one remembered.

E. Because this is an English class, to go very far into finding a job may not be practical, but to mention some of the places information on jobs of all kinds can be obtained is a good idea. Following is a list of some possibilities:

1) Advertisements in the media

2) A friend in a business

3) State employment services

4) Management consulting firms

5) Employment agencies

6) Your friends and associates

7) Executive search firms

8) Job counselors

9) Job banks

10) Direct mail campaign

11) Alumni placement offices

12) Position wanted ads

13) Technical/professional society placement services

14) Any other possibilities - even direct personal application

F. At any time in the study of job applications, an exercise in job interviews is important. Not only do most employers require an interview, but almost all colleges and other training institutions require some type of interview process. A good way to prepare students for the interview is with some written practice.

G. In most communities there are businesses that will be happy to send someone to your school to perform practice interviews or to talk to a class about interviewing. One process is to find three or four companies who will send a representative from their firm. Schedule them on three or four consecutive days (one at a time). Give the students the list of daily representatives and have them sign up to talk with one. (Care should be taken to keep all the groups the same size by setting limits.) On the day that the student is in the small group with a personnel representative, have a small room to accommodate them. On the other two or three days in which the student is not involved in the interviews, a class assingment can be given.

H. Here are some suggestions for an in-class library:

1) College catalogues - obtain by writing for them or from counselors.

2) Vo-Tech School catalogues - obtain as above.

3) Job opportunity information - charts on current trends can be obtained from the U.S. Government.

4) Job description information - many state employment services have a series they will give to schools. If not, magazines, encyclopedias and specialized resource books dealing with job descriptions can be used.

5) Financial statistics - an almanac can be used to get base incomes.

6) Home Buyer's Guide - a friendly area realtor can help.

7) Apartment Guide - available from firms dealing in apartment rentals.

8) Any other materials that seem to fit the needs and interests of your students

APPLICATION FOR A SOCIAL SECURITY NUMBER

YOUR NUMBER FOR LIFE

Before you can hold a job, you must get a Social Security card. What is Social Security?

When you work, you must pay about five cents out of every dollar to the government. Your employer takes this money out of your pay check. He also pays the government about five cents for every dollar you earn. So for every dollar you earn, about ten cents goes to the government. The government uses this money to help you in several ways.

1) When you retire from work, you get money to live on. The age of retirement for women is 62. For men, it is 65.

2) If a man dies before his wife, she gets money to live on.

3) Suppose you get sick or hurt while working. You get money until you are well enough to work again.

4) After you are 65, part of your doctor bills will be paid. This is called Medicare.

It is easy to get a Social Security card. First, look in the phone book under "U.S. Government - Health, Education and Welfare Dept." Find the Social Security office nearest you. Then write, phone, or visit the office.

You will be given a form. After you fill it in, you will get a Social Security card with your number on it. This will be your number for the rest of your life. If you lose your card, you can get another one, but it's a good idea to keep your card in a safe place.

For practice, fill in a Social Security form. Follow these instructions:

1) Use blue or black <u>ink</u> (not felt-tip pen) in filling in the form.

2) On line 1, fill in your full name as you will use it in work and business as an adult. <u>It is not wise to use a nickname</u>. Most people use their full name as given at birth, but they do not write out their complete middle name. Instead, they simply use their full first name, middle initial, and last name. Be sure you <u>spell your name correctly</u>. This reminder might sound silly, but some people have unusual middle names that they never use. Consequently, they don't know how to spell them. <u>So, check with parents if you are not sure</u>.

3) On line 2, <u>write your complete first name, middle name</u>, and <u>last name</u>. <u>Do not</u> use nicknames, initials or shortened names such as Jim instead of James.

4) Be sure to spell all names correctly whether they are names of people, cities, counties or states.

5) If you don't know your mother's full maiden name - her name before she was married - ask her! You must fill in her complete first, middle and last names at birth on line 4.

6) Also, on line 5 fill in your father's complete name - first, middle and last.

7) Line 6 asks for the date of your birth. Give the date in numbers. A birthday falling on February 2, 1960, would be written:

(month)	(day)	(year)
2	2	60

8) On line 13 sign your full name. Do not print. A signature must be written!

9) When you have completed the form, check it carefully. Have you filled in all the necessary blanks? Have you used ink? Is all of the information you have given correct? Have you spelled everything correctly?

10) When you are done with the practice form, give it to your teacher for approval.

SAMPLE

APPLICATION FOR SOCIAL SECURITY NUMBER

1	Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle, if none draw line) (Last Name)		
2	Print FULL NAME GIVEN YOU AT BIRTH	6	YOUR DATE OF BIRTH (Month) (Day) (Year)
3	PLACE OF BIRTH (City (County if known) (State)	7	YOUR PRESENT AGE (Age on last birthday)
4	MOTHER'S FULL NAME AT HER BIRTH (Maiden Name)	8	YOUR SEX MALE FEMALE
5	FATHER'S FULL NAME (Regardless of whether living)	9	YOUR COLOR OR RACE WHITE NEGRO OTHER
10	HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER NO DON'T KNOW YES (If yes, print STATE in which you applied and Social Security number if known)		
11	YOUR MAILING ADDRESS (Number & Street) (City) (State) (Zip Code)		
12	TODAY'S DATE	13	Sign YOUR NAME HERE (Do Not Print)

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HOW TO FILL OUT JOB

Because many people lose jobs before they get them, due to WHAT they say or HOW they say it on a job application form, here are tips on filling in the blanks.

1) Always get at least two copies of the application form. Usually employers will mail you copies if you call and ask for them. If you must pick them up, ask to take them home to fill out, by saying something like, *"I'm very interested in being considered for employment here and I want to make sure my application shows that interest. I'll return it promptly."* Use your return visit to remind the employer that you're a likely candidate: *"Would you like me to wait until you've read my application in case you have questions, or would you prefer that I return in a few days for an interview?"*

2) Print the first application form copy as neatly, accurately and completely as you can in pencil.

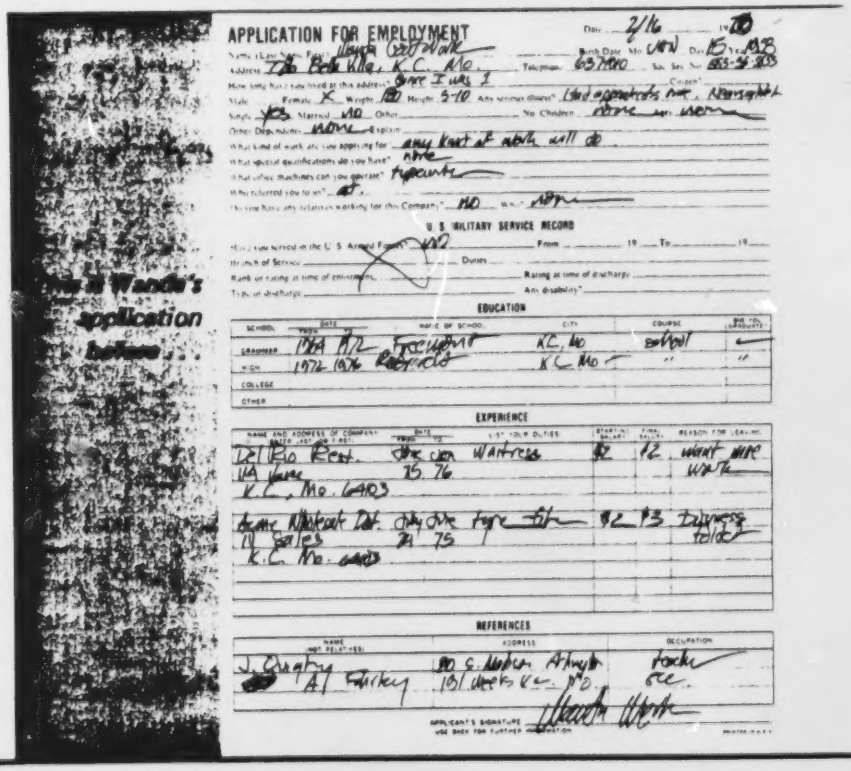
3) At the bottom of most applications, you're asked to certify that the information is truthful. Don't fabricate, but do be positive. Examples:

■ If your health is normal, write *"excellent."* If you write "good," the employer may think you have health problems. If your health isn't normal, interpret the facts in a way that won't shut you out. Depending on the severity of your problem, use such answers as: *"No problem which affects my working ability or attendance."* *"A medical problem under control which does not reduce my value as a worker."* *"No problem which limits my work productivity—to be explained in interview."* Or simply, *"To be explained in interview."* Minor stuff—appendix removal or nearsightedness, for instance—does not require a reassuring statement. Never write the stark fact of a health problem which could scare off an interviewer and stop at that, regardless of affirmative action programs to hire the handicapped.

■ If your class standing is low, don't just write "in lowest quarter of class." Continue on to add a positive point, such as that your grades improved during your last semester of school, or that you did well in a subject related to the job.

4) When specifying the type of work desired, be specific without limiting your chances for more than one opening. For instance, if you can type, don't just write "clerk." Instead, *"clerk-typist or related clerical position."* If you don't mention a related position, you might be overlooked for a job as a receptionist or file clerk. Don't write "any work considered."

5) Unless you know what the job pays, a good answer to the salary question for beginners is *"prevailing wage,"* and for experienced applicants, *"open*



APPLICATION FORMS

for discussion." It's to your advantage to delay salary talk until the job interview.

6) When are you available for work? Beginners should say *"immediately,"* presently employed workers, on *"two-weeks' notice."* Unemployed applicants with experience can say *"to be arranged in interview,"* because "immediately" flags the fact that you're out of a job.

7) Reasons for leaving previous jobs should emphasize the positive—*"opportunity for advancement"* or *"sought broader experience."* Avoid negative reasons—"poor working conditions" or "unreasonable supervisor."

8) Make it easy for the employer to contact you. If necessary, arrange for a back-up telephone number with a friend. If an employer can't reach you after several tries, he or she may give up.

9) Complete all items that need an answer, even if you have to check with former employers or elsewhere for the information. Account—in a favorable way—for any significant periods when you didn't work.

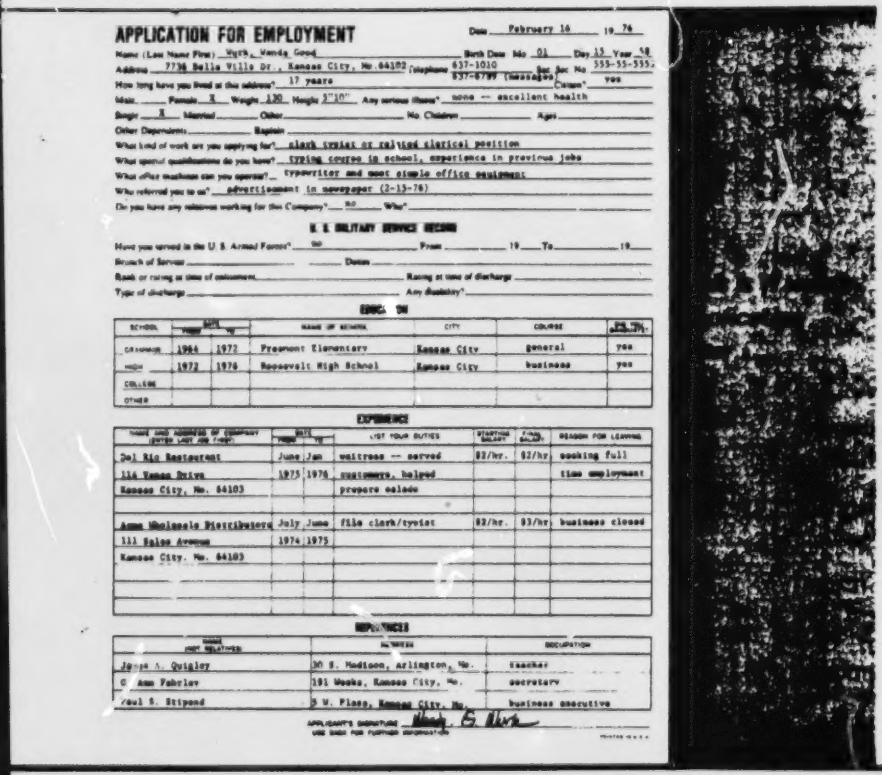
10) Check your penciled form carefully for errors in spelling, punctuation and grammar. Get help if necessary. Ask a qualified person to review your draft. Common sense, but many ignore this vital step.

11) When you're satisfied, neatly print in black ink, or type, the second copy. Return it to the employer. Keep your penciled copy for future use, and review it just before the interview.

12) You can attach a few photo copies of recommendations, diplomas or certificates that relate to the work for which you're applying, but don't overdo it. If you have a good resume, you can attach that too, especially if it gives more details of your qualifications for the work in question. Also, a resume is easier to read than an application form and interviewers are only human. Never, never, never SUBSTITUTE a resume for a completed application form, however, when you are asked to fill out a form.

In summary, make each application a positive and orderly picture of you and your best abilities. By doing so, you show the employer that you are a desirable applicant—highly motivated, and strongly interested in the job. Consider the application as a sample of your work. If it is neat, complete, and accurate, the employer will view you as a person who does high quality work. But if it is a sloppy mess, the employer is likely to think of you as a person who does not care, does not try, and does not know—the kind of applicant employers try to avoid.

The dozen tips given here will require time and effort, but those who get the jobs are those who take the time to make themselves look like good prospective employees.



APPLICATION FOR EMPLOYMENT

Date February 16 19 76

Name (Last Name First) Work, Wendy Good Birth Date Mo. 01 Day 13 Year 58

Address 7736 Bella Villa Dr., Kansas City, Mo. 64102 Telephone 637-1010 Soc. Sec. No. 555-55-5555

How long have you lived at the address? 17 years Citizen? yes

Male ___ Female X Weight 120 Height 5'10" Any serious illness? none -- excellent health

Single X Married ___ Other ___ No. Children ___ Ages ___

Other Dependents ___ Explain ___

What kind of work are you applying for? clerk typist or related clerical position

What special qualifications do you have? typing course in school, experience in previous jobs

What office machines can you operate? typewriter and most simple office equipment

Who referred you to us? advertisement in newspaper (2-15-76)

Do you have any relatives working for the Company? no Who? ___

U. S. MILITARY SERVICE RECORD

Have you served in the U. S. Armed Forces? no From ___ 19 ___ To ___ 19 ___

Branch of Service ___ Dates ___

Rank or rating at time of enlistment ___ Rating at time of discharge ___

Type of discharge ___ Any disability? ___

EDUCATION

SCHOOL	DATE ATTENDED FROM	DATE ATTENDED TO	NAME OF SCHOOL	CITY	COURSE	DID YOU GRADUATE?
GRAMMAR	1964	1972	Fremont Elementary	Kansas City	general	yes
HIGH	1972	1976	Roosevelt High School	Kansas City	business	yes
COLLEGE						
OTHER						

EXPERIENCE

NAME AND ADDRESS OF COMPANY (ENTER LAST JOB FIRST)	DATE EMPLOYED FROM	DATE EMPLOYED TO	LIST YOUR DUTIES	STARTING SALARY	FINAL SALARY	REASON FOR LEAVING
Del Rio Restaurant	June	Jan	waitress -- served	$2/hr.	$2/hr	seeking full
114 Kansas Drive	1975	1976	customers, helped			time employment
Kansas City, Mo. 64103			prepare salads			
Acme Wholesale Distributors	July	June	file clerk/typist	$2/hr.	$3/hr	business closed
111 Sales Avenue	1974	1975				
Kansas City, Mo. 64103						

REFERENCES

NAME (NOT RELATIVES)	ADDRESS	OCCUPATION
James A. Quigley	30 S. Madison, Arlington, Mo.	teacher
G. Ann Fabrley	191 Weeks, Kansas City, Mo.	secretary
Paul S. Stipend	9 W. Plaza, Kansas City, Mo.	business executive

APPLICANT'S SIGNATURE Wendy G. Work

USE BACK FOR FURTHER INFORMATION

RULES FOR COMPLETING AN APPLICATION FOR EMPLOYMENT OR HIGHER EDUCATION

1) Print in ink.

2) Answer every question.
If you find a question that does not apply to you, draw a line (———) in the answer space. This shows the employer or school that you read and considered the question.

3) Be completely honest.
Most companies can fire you if they later find a false statement on your application. A school will find out just by your success in that institution.

SPECIAL HELPS:

a) Social Security Number: Write in your number if you have one. Write "applied for" if you don't.

b) Phone No. = Phone Number; (AC) = Area Code

c) Spouse (Means husband or wife)

d) Dependents (People you are supporting)

e) Emergency: List your parents for now. Later in life you would list your husband or wife.

f) Referred (Heard about, told about): Most companies as well as schools, are curious as to why you are seeking to join them. How you found out about them.

g) WPM (Words per minute): This shows how fast you type or take dictation)

h) GPA (Grade point average)

i) Last five employers: Here is the place to record your previous jobs. You always list your most recent job first. Even if you haven't held a full time job yet, list anyone you've ever worked for because they can give favorable information about you, such as: "He was always on time." "She followed instructions well." List babysitting, paper routes, volunteer work, Rent-a-Kid experience, mowing lawns, raking leaves, housecleaning - anything!

j) Personal references: These are people who know you personally and can say something good about you if asked.
1. No relatives! (Naturally, Mom's going to tell them you're great.)
2. Don't list anyone without their permission. (Write a letter, phone or visit them to ask permission.)
3. Some good people to use would be: Your priest or minister, adult friends of your parents, neighbors, doctor, dentist, teachers, counselors - any adult who knows you well enough to speak on your behalf. (No teen-age friends, please!)

k) Signature: This should be written rather than printed.

EMPLOYMENT APPLICATION

Name_____ Telephone No._____
last name, first name, middle name

Address_____ Lived here_____
street city state length of time

Last Address_____ Lived here_____
street city state length of time

List any other address in the last five years:

_____

_____

Date of Birth_____

Have you ever used any other name? If so, please state the name(s) used:

_____

EDUCATION Dates From-to Degree

High School_____

College or University_____

Graduate School_____

Military Service School_____

Other_____

In what extra-curricular activities did you take part while in high school?

_____

In college?_____

What honors or other distinctions have you received?_____

_____

List all activities participated in not previously mentioned.

_____

_____

_____

MILITARY SERVICE

Are you a member? (Circle One) Active Reserve, Inactive Reserve, National Guard, None

Served on active duty from_____ to _____

Rank attained_____ Branch of Service_____ Type of Discharge_____

PREVIOUS EMPLOYMENT

Fill in for your last four jobs.

Former Employer	Address	From To	Position	Salary	Reason for Leaving

REFERENCES (No relatives please)

Name	Address	Position	Phone

The main reason for filing this application is to obtain employment. However, please state briefly what prompted you to seek employment with our company. _____

LETTER WRITING PACKET

GRADING PROCEDURE

In order to receive a C grade for this packet's work, you must write two letters that fulfill all of the qualifications given in the checklist at the end of the packet. Three letters must be done for a B; four for an A. You must do at least one social letter and one business letter to fulfill the minimum requirements. The business letter is a letter of application with a resume. The others are of your choice. All must be accompanied by a proper envelope.

WRITING LETTERS - Friendly Letters, Social Notes, Business Letters

In school or out, almost everyone writes one kind of composition - the letter. Whether you write to a pen pal in Europe, a friend on vacation, a relative in the hospital, a mailorder clerk in a far away city, or a businessman in your home town, you should put into practice the suggestions in this packet. If you take time to make your letters clear, correct and interesting, you should not only enjoy writing them, but also receive interesting answers to them.

FIVE TIPS ON WRITING LETTERS - No matter what kind of letter you write, you should remember to do these things:

1) Use the proper form for your letter. The choice of the form of your letter depends upon the type of letter you are writing. Later in this packet, you will learn the differences in form between the friendly letter and the business letter. As you write a letter, keep in mind its type, and choose the proper form for each part of it.

2) Make your letter clear. Remember that when your letter is read, you will not be there to explain what you mean. In order not to leave out important details in a business letter, plan what you are going to say and how you are going to say it. Furthermore, if you will think about what you are going to say before you write a friendly letter, you can avoid many careless errors that often interfere with clarity.

3) Make your letter attractive. A letter represents you; you should therefore take pride in its appearance. Whether your letter is neat and clearly written, or messy and illegible, will affect your reader's opinion of you. For example, businessmen frequently receive letters from people they have never met and probably will never meet. A businessman must judge the writer entirely by the letter. If he receives a messy and illegible letter, he naturally assumes that the writer either doesn't know any better, or doesn't care enough to take time to make the letter readable and attractive.

4) Use correct grammar, punctuation and spelling. A letter filled with grammatical errors will not only lead the reader to assume that you are uneducated, but also mar the clear expression of your ideas. Run-on sentences or fragments, mistakes in usage and misspelled words will not make a good impression.

5) Be yourself. Above all, make your letters natural. Don't try slavishly to imitate model letters in textbooks. Originality is always better than imitation. There are few better ways of reflecting your personality than a letter written by you, in your own style, saying what you want to say in your own words.

THE SOCIAL LETTER

The most popular of the social letters, the friendly letter is informal, casual and personal. It is the kind of letter you write to your family and friends. There are no rigid, inflexible rules for writing friendly letters, but you should learn to follow a few widely accepted practices.

1) Choose stationery and ink that are appropriate for a friendly letter. Use letter paper, preferably unlined. Use a pen, not pencil, because ink is easier to read and looks better too!

2) You should arrange your letter so that your reader can easily follow your train of thought. You should have even margins on both sides of the paper. Never write in the margins. Margins at the top and bottom of each page should also be used. A page on which margins are unequal, will look lopsided to the reader.

3) If you use more than one page, number them like a book.

4) When you have part of a paragraph at the end of the page, it should be at least two sentences of the paragraph. You should never finish your last paragraph on one page and put the closing and signature on the following page.

THE FRIENDLY LETTER HAS FIVE PARTS

The parts of the friendly letter are the heading, salutation, body, closing and signature. The parts labeled in the illustrations are discussed on the following pages.

1) The Heading - The heading gives your address and the date. It consists of three lines placed at the top right-hand corner of the page, at least a half inch from the top. (Start the first word of the first line slightly to the right of the center of the page.)

   The first line of the heading contains your street address, the number of your rural route, or your post office box number.

   The second line has the name of your town, the name of your state and the ZIP code number. Place a comma between the town and the state.

   The third line includes the month, day and year in which the letter is written, with a comma after the day of the month. You should avoid using abbreviations like St. or Ave. and abbreviations of state names.

The heading may be written in block or indented style.

Examples:

Block Style	Indented Style
2108 Ferdinand Street	P.O. Box 1426
Seattle, Washington 98108	Albuquerque, New Mexico 87106
November 29, 1976	December 15, 1976

The rules for the heading are especially flexible, depending on the person to whom you are writing. For instance, if you are writing to your father who is out of town on business, you certainly do not need to give your home address; and "Wednesday morning" or "Friday, 4:30 P.M." might be enough for the date. You give your complete address when you are not sure that the receiver will know this information.

If you prefer, you may put your address and the date at the end of the letter in the lower left-hand corner of the page.

2) The Salutation - The salutation is your greeting to your reader. In a friendly letter the usual form is the word Dear (capitalized), followed by the name of the person to whom you are writing. Begin the salutation well below the heading (two spaces if you are typing the letter) at the left margin. Follow it with a comma.

Examples:

Dear Herbert,	Dear Dr. Fleming,
Dear Aunt Sue,	Dear Miss White,
Dear Mrs. Matthews,	Dear Ms. Smith,

Note that the abbreviations of titles before a person's name are followed by a period. (Miss is not an abbreviation, but Ms. and Mrs. are.)

3) The Body - The body is the letter itself. Be sure to divide your letter into fairly short paragraphs, making clear indentions of the first line of each paragraph. If you type your letter, double-space below the salutation, between paragraphs and before the closing.

4) The Closing - Among the many appropriate closings for a friendly letter are: Sincerely yours, Sincerely, Love, With Love, Affectionately. Do not use formal phrases such as Very truly yours or Respectfully yours, which are used in business letters. Begin the closing just to the right of the middle of the page. Notice that only the first word of the closing is capitalized and that the closing is followed by a comma.

Do not try to be clever in your closing; avoid trite phrases like, "Hoping to hear from you soon." The conventional closings are always appropriate.

5) The Signature - Whether you type your letter of use longhand, always sign your name legibly below the closing. If you use the block style, place the first letter of your name under the first letter of the closing. In the indented style, the signature begins a little to the right of (and below) the first letter of the closing. Do not trail your signature into the space reserved for the right margin.

You may sign only your first name or nickname when writing to relatives and close friends. If there is a chance that the person to whom you are writing might not know which Bob or which Anne the letter is from, you should sign your full name.

MAKE THE CONTENT OF YOUR FRIENDLY LETTERS LIVELY AND INTERESTING

The most important things for you to remember when writing friendly letters are to be yourself and to say what you mean. Certainly this packet cannot tell you what to say in your letters. After all, a friendly letter is like a conversation, and your letters should be filled with lively, original comments that reflect your interests and personality.

There are, however, several "do's" and "don't's" that you should keep in mind as you write friendly letters.

1. Write about those things that will interest your reader. Just as a good speaker considers his audience, a good letter writer remembers the interests of the person to whom he is writing. Your friend Bill may enjoy hearing about your recent hunting grip; Aunt Martha may be more interested in canning strawberries. Your relatives will probably want to know news about your family and about your progress at school. When you are corresponding with friends of your own age, write about what you and they usually talk about when you are together. In short, make the content of your letter appropriate to the receiver.

2. Be specific. Generalizations are always dull. A sentence like "School is about the same" is never so interesting as one with specific details; such as "At school, Miss Nelson is still trying to make us think for ourselves as we read editorials and advertisements," or "Our good friend, Jerry Cates, still maintains that he can't see anything through a microscope." Telling in detail about a definite incident at home is always more interesting than commenting lazily, "The family is fine."

3. Don't gossip. Talking about mutual friends is always interesting and appropriate. Do not, however, make sarcastic remarks or repeat malicious gossip. Instead, think of your friends' good characteristics as you speak of what they say, where they go and what they do.

4. Don't ask too many questions. Don't start your letter with a series of questions like "How goes it with you? Are you still going out with Larry? Has your father started teaching you to drive yet? Are you and he still arguing about money? What have you been doing lately? Why don't you write to me more often?" The person to whom you write wants a letter from you, not a questionnaire.

5. Answer questions. If you are replying to a letter, you might keep that letter at hand so that you can answer any questions raised by your correspondent. Be sure that you refer to the question asked so that the person who receives your letter will understand your reply. You might answer, "Jackie appreciated your asking about his progress with trombone lessons. He says to tell you that he thinks he is doing well - even though his teacher says it's lucky he intends to be a doctor, not a musician."

6) Write a strong last paragraph. When you plan a composition, you often save the most important point until the last; and when you write a letter, you should make the last paragraph especially interesting. Don't suddenly stop with "I've got to go eat now," "No more news," or "I'll see you in my dreams." Instead, you might suggest that you will have other news to report in your next letter, after the ball game on Friday or the dance on Saturday. Or you may refer to something you would like to hear about when your friend answers your letter.

THERE ARE MANY KINDS OF SOCIAL LETTERS.

1) The Friendly Letter (already discussed)
2) Thank You Letter
3) Letter of Invitation
4) Answer to an Invitation
5) Condolences

A FEW HINTS ON THE OTHER TYPES OF SOCIAL LETTERS

Although the form of an invitation is very similar to that of a friendly letter, you do have to be careful to include the following information: 1) your full address, 2) the date, time and place to which the invitation refers, 3) any necessary explanation regarding the kind of affair it is to be. It is especially important that you give your correspondent ample notice, two weeks if possible.

Any time that you receive a written invitation, good manners require that your acceptance or refusal be written. No matter what your decision may be, you should always show that you are glad you were invited. If you accept, show your pleasure. If you must decline, do so graciously, with regret and with courtesy. In every letter that you write, politeness is important, and especially so when you accept or decline an invitation.

When you refuse an invitation, you should give a good reason for not accepting. Do not be offensively vague with sentences such as "Sorry I can't make it because I'll be busy."

Never fail to acknowledge a gift. When someone thoughtfully remembers you with a present, let him know that you appreciate it. Write a thank-you note within a week after you receive the present, and be sure to mention what it is. If you say merely "Thanks for the gift," the sender may think that you have forgotten what he/she sent or that you have no use for the gift.

After you have been entertained at someone's home, you should write a prompt thank-you letter; this note, often called a "bread-and-butter" letter, is addressed to your hostess. You should thank her for hospitality and say what a good time you had. If you write a hasty note vaguely referring to "kindnesses too numerous to mention," your hostess may think that you do not appreciate or remember her kindnesses. Show your appreciation by mentioning the things you especially liked during your visit.

A FEW SUGGESTIONS FOR TYPES OF SOCIAL LETTERS

1) Write a letter to anyone with whom you would like to correspond.

2) Write to a friend who has moved away.

3) Thank someone for a birthday or Christmas gift.

4) Write to a friend who has lost a member of his family.

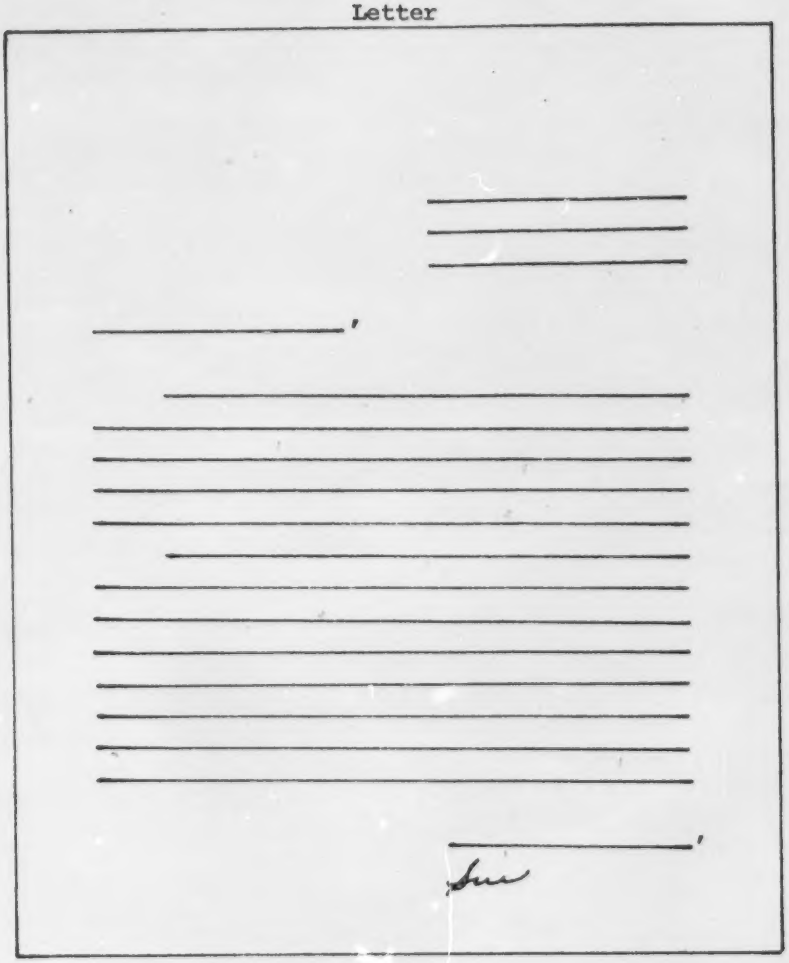
5. Congratulate a friend who has received an award.

6. Write an answer to a party invitation - either accepting or declining, and giving your reason if declining.

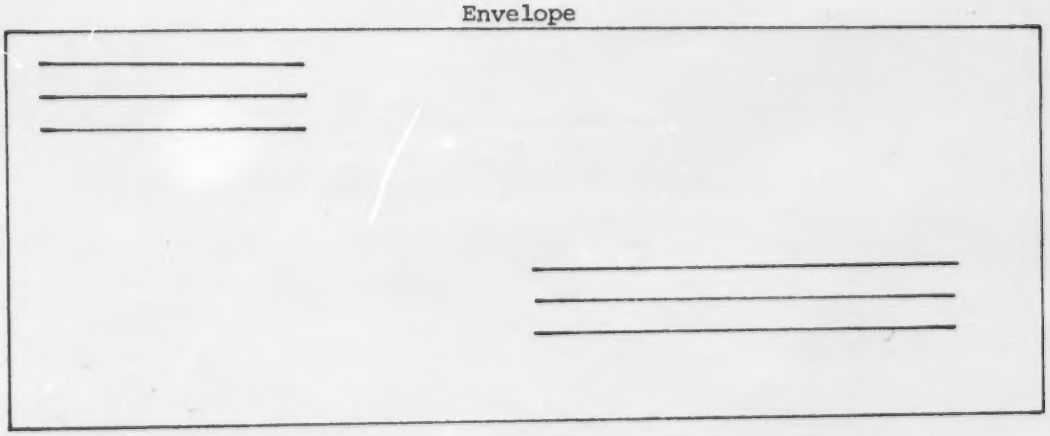
7. Write to a friend asking him/her to join your family in some special activity.

8. Write to a relative you visited during a vacation.

Letter



Envelope



Always write Mr., Mrs., or Ms. before the person's name unless using a title such as Rev. or Dr.

It is important to place a main address and a return address on all letters so your letter doesn't end up at the Dead Letter Office, as do about twenty million letters each year. If the city and state line get too long, it is okay to place the zip code on the fourth line, slightly indented.

THE BUSINESS LETTER

During the next few years you will have many occasions to write business letters. When you write to a college, order theater tickets by mail, apply for a job through the mail, or let a newspaper editor or congressman know how you feel about an issue, you will have to know how to write a good business letter that will do an effective job of speaking for you.

FORM IN A BUSINESS LETTER

Unlike friendly letters and social notes, business letters are always written according to standard practice. The body of a business letter may be formal or informal in tone, but no departure from the rules is permitted in the form or in the placement of parts. The rules governing business letters are both more elaborate and more precise than those which apply to friendly letters.

1) Use appropriate stationery. Business stationery is cut in two standard sizes: 5½ x 11½ inches and 5½ x 8½ inches.

2) Make an attractive "letter picture." Most of us know that a business letter should be typed, not handwritten; but typing is only the beginning of a readable, attractive business letter. Businessmen and their secretaries think of letters as tools for earning their living, and know that a letter which makes a poor impression can be worse than no letter at all. Before a single word of a letter is read, the person who receives it forms an impression of the writer - an impression based upon the overall "picture" presented by the letter at a first glance. You can make your "letter pictures" attractive by checking every letter you finish for each of the items on the following list:

   a) Regular margins. Think of the margins as a frame enclosing the letter picture. A good frame is balanced. The left margin should be about as wide as the right margin; the top margin about as deep as the bottom margin.

   b) Placement. Few business letters cover an entire page. Determine in advance whether a letter is short, medium or long, and begin the inside address at a point that will produce nearly identical top and bottom margins. A letter that is not centered on the page should be retyped.

   c) Identation. Adopt a single identation style for your business letters (see models), and follow it consistently in each letter.

d. Paragraphing. Do not use too many short paragraphs; avoid writing a paragraph that consists of a single line. Similarly, do not make your paragraphs too lengthy; avoid writing a single paragraph that covers more than half a page. However, a short letter may consist of a single paragraph.

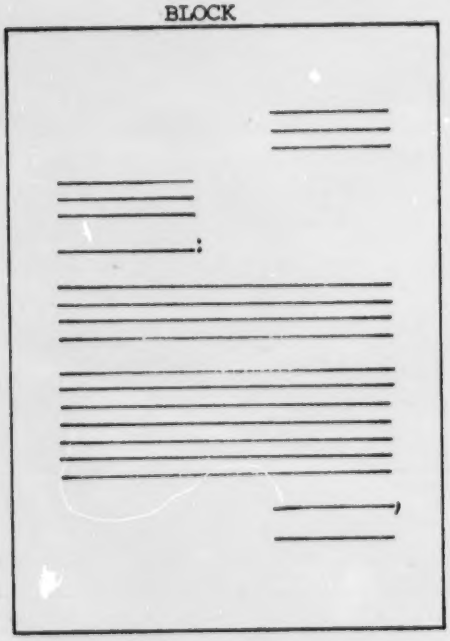
e. Correct spacing. Space the letter parts carefully and consistently, following the directions given in sub rule (5, A through F, pages 30 and 31).

f. Typing standards. Only an experienced typist can be expected to combine speed with accuracy. Type carefully and avoid the following common errors: uneven typing, strike-overs, messy erasures or corrections and heavily struck punctuation marks.

3) Follow a standard form of indentation. Standard forms or styles have been worked out for business letters, differing in certain respects from the style of the personal letter. The models shown below illustrate three of these styles. Any one of these is acceptable and presents an attractive letter picture.

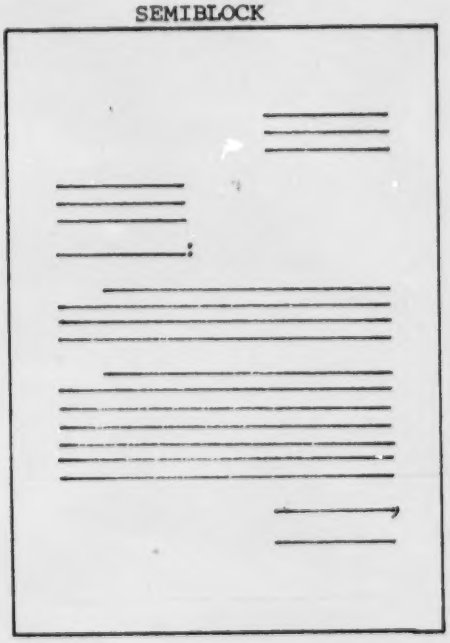
Model Business Letter Forms

BLOCK



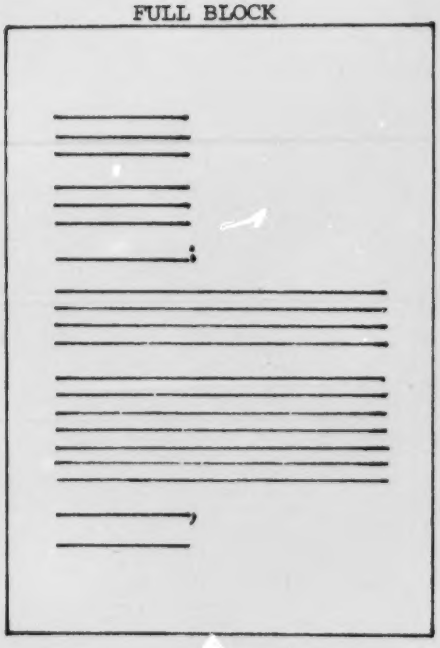
1. Block style. Every line, except for the heading, complementary close and signature, begins at the left-hand margin. Since it eliminates indentations for the openings of paragraphs, the block style also saves some time and does not seem quite so unbalanced as the full block.

SEMIBLOCK



2. Semiblock, or block indented style is similar to block style, except that the opening line of each paragraph is indented either five or ten spaces. This is the most common of all business-letter styles, and may be used in any situation.

FULL BLOCK



3. Full block style. Every line begins at the left-hand margin. Since it eliminates all identations, the full block style is often used by those who are concerned with saving typing time. Some object to the appearance of the full block because it seems unbalanced to the left.

4) Follow standard practice when a second page is needed. Whenever possible, a business letter should be completed on one side of a single page. If this cannot be done without crowding (a margin of at least one inch should follow the last line of the letter), go on to a second page. The second page should be the same size as the first, but it should always be plain paper, without a letterhead.

The letter picture presented by a second page has its own distinctive characteristics. One inch (about six typewriter lines) from the top of the page, prepare a one-line heading, with the name of the addressee at the left, the page number at the center and the date of the letter, as shown below.

Mr. R. H. Dodd 2 November 14, 1976

The continuation of the letter itself begins four spaces below this heading. It should be long enough to avoid looking "lost" on the page. Never carry over fewer than three lines of the body of a letter to a second page; never begin a second page with the last line of a paragraph. Use the same right and left-hand margins on both the first and second pages.

5) Learn the six parts of a business letter. Each of the six parts discussed on the following pages is illustrated in the model letter on the next page. Study this model carefully, and refer to it frequently as you read.

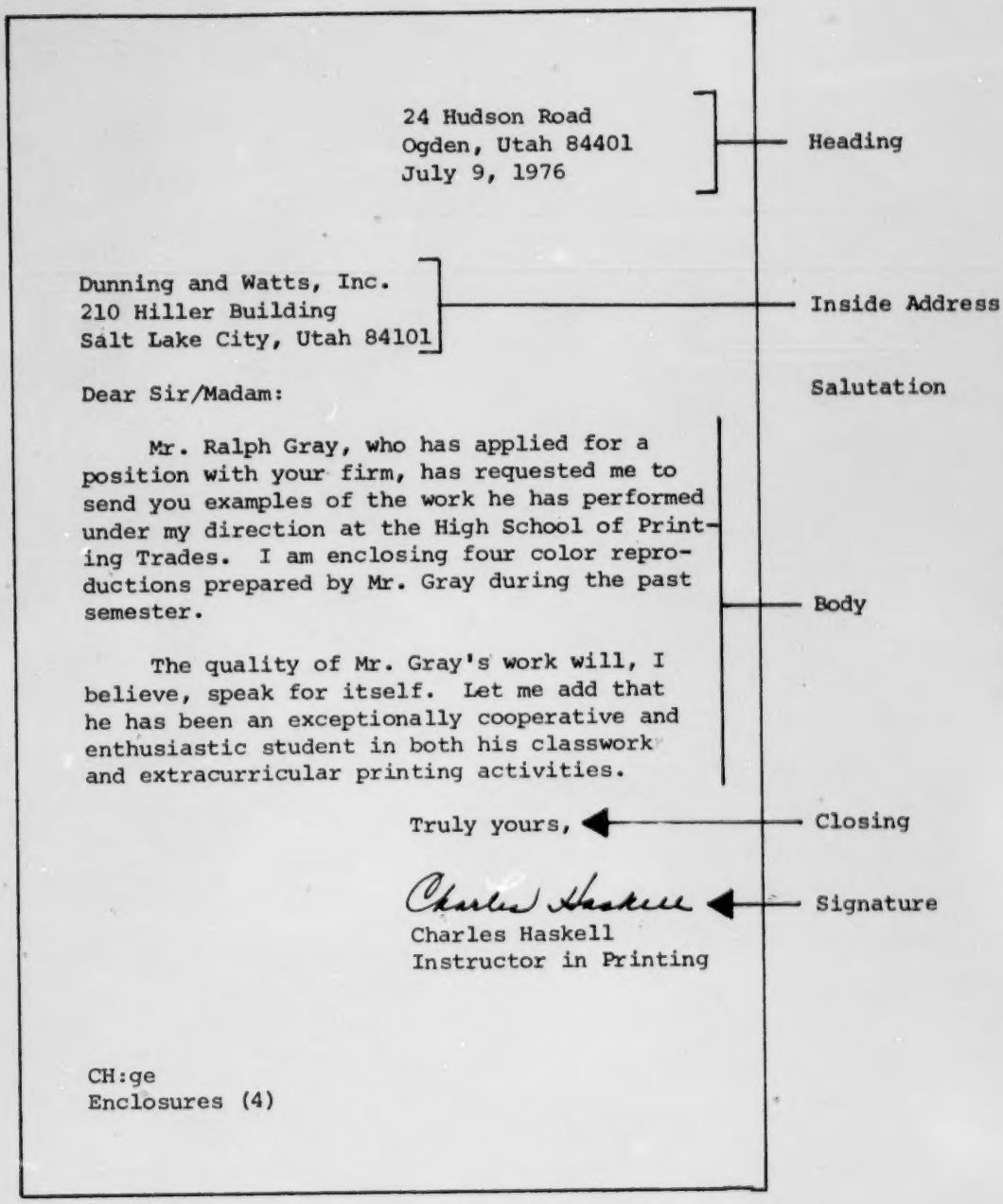
A) The Heading. Almost all business firms use stationery imprinted with a letterhead containing the firm name and address. On such stationery only the date need be added to complete the heading. The date may be centered or typed flush with the right-hand margin; it should always be at least four spaces below the bottom of the letterhead.

A business letter typed on plain paper begins with a full three-line heading, similar to that of a friendly letter or social note. Type a full heading in block form, giving your street address on the first line; the city and state (with a comma between them) and the ZIP code number on the second line; and the date (with a comma between the day and year) on the third line.

B) The Inside Address. The inside address, an essential part of a business letter, is typed in block form flush with the left-hand margin. It generally begins four spaces below the date. It consists of the addressee's name(this may be the name of a firm, an individual, or both) and full address. The style of abbreviation and punctuation should be identical with that of the heading.

C) The Salutation. Type the salutation flush with the left-hand margin, two spaces below the last line of the inside address. The salutation of a business letter is always followed by a colon (:). In all other respects, its form depends upon the form of the inside address. In the examples on page 32 - 33, a variety of inside addresses are given, with the salutation appropriate to each address. As you study the examples, compare the first line of each address with the corresponding salutation.*

*At present there is no agreement on one "correct" salutation to cover situations in which the sex of the person to whom the letter is written is not known or if the letter is written to a group. Previously, "Gentlemen" or "Dear Sir" were "correct." Today, however, several salutations are acceptable, among them "Dear Person," "Gentlepersons," "To Whom It May Concern," and "Dear Sir/Madam." We have chosen "Dear Sir/Madam," to use in this situation.


24 Hudson Road
Ogden, Utah 84401
July 9, 1976
Heading
Dunning and Watts, Inc.
210 Hiller Building
Salt Lake City, Utah 84101
Inside Address
Dear Sir/Madam:
Salutation
Mr. Ralph Gray, who has applied for a position with your firm, has requested me to send you examples of the work he has performed under my direction at the High School of Printing Trades. I am enclosing four color reproductions prepared by Mr. Gray during the past semester.
The quality of Mr. Gray's work will, I believe, speak for itself. Let me add that he has been an exceptionally cooperative and enthusiastic student in both his classwork and extracurricular printing activities.
Body
Truly yours,
Closing
Charles Haskell
Signature
Charles Haskell
Instructor in Printing
CH:ge
Enclosures (4)

1. Inside address and salutation to a firm or group. The first line of the address is the name of the firm or group; the preferred salutation is "Dear Sir/Madam:" followed by a colon.

EXAMPLE:

Western Electric Company
195 Broadway
New York, New York 10007

Dear Sir/Madam:

2. Inside address and salutation to an individual by title rather than name. When you are writing to a specific official but do not know his or her name, use the correct official title as the first line of the inside address; the preferred salutation is "Dear Madam/Sir:"

EXAMPLES:

Sales Manager
Corning Silver Company
1790 Shattuck Avenue
Berkeley, California 94704

Dear Sir/Madam:

Fashion Consultant
Bon Marche Shops
292 Rose Boulevard
Chicago, Illinois 60607

Dear Sir/Madam:

3. Inside address and salutation to an individual whose name is used. The first line of the address is the name of the individual, preceded by a title and followed, if possible, by an official position; the correct salutation is:

"My dear Mr. _____:" or "Dear Ms. _____:"

The abbreviations Mr., Ms., Mrs., and Dr. may be used for the title preceding the individual's name; all other titles, such as Professor, Captain, Reverend, Miss, etc., should be spelled out. The official title following a name in the inside address should never be abbreviated; if it is a long title, type it in full on a second line.

EXAMPLE:

Professor Bruce Cunningham
Department of Mathematics
University of New Hampshire
Durham, New Hampshire 20206

Dear Professor Cunningham:

4. Special forms of addresses and salutation. Occasionally you may write a letter to a high government official, a religious dignitary or the like. The addresses and salutations of such letters follow certain standard forms established by custom.

EXAMPLES:

President of the United States:

The President
The White House
Washington, D.C. 30589

Dear Mr. President:

United States Senator:

The Honorable John J. Jones
Senate Office Building
Washington, D.C. 30589

My dear Senator Jones:

Governor of a State:

The Honorable Harold Durant
Governor of California
Sacramento, California 00209

Dear Sir:

My dear Governor Durant:

Rabbi:

Rabbi John R. Siler
Temple Israel
Glenside, Pennsylvania 12307

Reverend Sir:

My dear Rabbi Silver:

Mayor of a City

The Honorable Karen W. Platz
Mayor, City of Denver
Denver, Colorado 13803

Dear Madam:

My dear Mayor Platz:

Minister of a Protestant Church:

The Reverend Jane R. Jones
Glenside Community Church
Glenside, Pennsylvania 23407

Reverend Madam:

Dear Ms. Jones:

D) The Body. Begin the body of a business letter two lines below the salutation. In the majority of letters, the body is typed single space, with a double space between paragraphs.

Business people are busy. Your business letters should be as short and clear as you can make them. Decide in advance just what you want to say, preparing notes or a first draft if necessary. Decide upon the order of the points to be covered, and never try to develop two topics at once. Devote a single paragraph to each important point.

The brevity and clarity of a good business letter do not free the writer from the basic requirements of good manners - courtesy, tact and friendliness. The writer of a good business letter gets his or her points across by simplicity and directness of language, not by curtness or rudeness of tone.

Study and restudy the phrasing of every business letter you write. Have you used wordy phrases for simple words - at an early date, when you mean soon; or at the present time, when you mean now - in a mistaken attempt to give an effect of dignity? Even worse, have you used trite and meaningless expressions because you hoped they sounded businesslike? A student of English usage once called the business letter "the great warehouse of cliche's." Do not use stilted, old-fashioned phrases such as, "per your inquiry," "yours

of the 15th received," "we beg to reply," "contents carefully noted," "enclosed please find," "wish to state," "please be advised," "thanking you in advance."

E) The Closing. Type the closing two spaces below the last line of the body of the letter, beginning at a point just to the right of the middle of the page. Capitalize the first word only, and follow the entire closing with a comma. The phrase Yours truly and its variations - Very truly yours, Yours very truly, Truly yours - are acceptable closings for any business letter. When the writer and receiver of a letter have close personal or business relationships, a more informal closing, such as Sincerely yours or Cordially yours may be used. For extremely formal letters, the phrase Respectfully yours is appropriate.

F) The Signature. Your name should be typed at least four spaces below the closing; your written signature is placed in the space between the closing and the typed signature. The written signature is never preceded by a title, but a woman may identify herself as Miss, Ms. or Mrs. The typed signature may be followed by an official title.

EXAMPLES: Very truly yours,

Donald Kennedy
Project Director

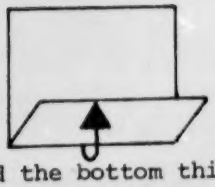
Yours truly,

(Miss) Ann Howland
or (Mrs.) Robert M. Howland
or (Ms.) Susan Peterson

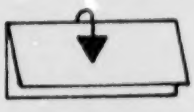
6) Follow standard practice when addressing the envelope. The addresses on the envelope of a business letter are identical in form and placement with those of a friendly letter or social note (see page 6). Always be sure that the name and address on the envelope are identical in form with the inside address on the letter itself.

7) Learn how to fold a letter according to the procedure described below. One should be very careful about how a business letter is folded. Sometimes a letter is folded in such a way that it cannot be taken out of the envelope without either tearing the envelope or tearing the letter. There are two ways of folding a business letter so that it will fit easily into the envelope, have no more creases than necessary, and be convenient for the receiver to remove, unfold and receive.

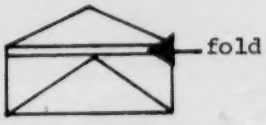
BUSINESS ENVELOPE:



Fold the bottom third up and make a crease.

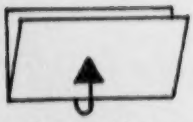


Fold the top down to about one half inch from the bottom crease.



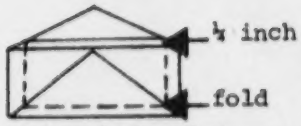
Insert the letter in the envelope with the top fold on top.

SHORT ENVELOPE:



Fold the bottom up to within one half inch of the top.

Fold the right third of the doubled sheet to the left and make a crease.



Fold the left edge over to within a quarter inch of the right crease. Holding the letter by the right crease, insert it in the envelope.

The business letter you write will conform to the rules of style, format and content suggested on the previous pages. You can probably write an effective business letter of any type merely by using the proper form and by applying what you already know about good writing. Some of the types of letters you will write most often, however, do pose special problems of content, arrangement and emphasis.

Following are a few hints on some types of business letters:

Letters to the Editor. When you write a letter to the editor, you express your opinion on a controversial issue, or something happening around you that bothers you. These letters shouldn't simply state "I think," but should give logical reasoning to support your opinion.

Expressing Appreciation. This type of letter should be fairly short and simple. You might write one to praise an outstanding radio or TV program or an article you have read. You might also want to thank someone for helping you in a time of need.

The Letter of Inquiry or Request. Almost every person must occasionally write letters that ask for information. If you are interested in college, you will have to write to request a catalogue or to arrange for an interview. A traveler may write ahead for maps, folders or other information about a region he plans to visit. In business, letters of inquiry are constantly sent out for samples, price quotations, terms of payment, etc.

A special word of caution is needed here about writing for assistance with a research or class project. Authors and other public figures have frequently protested in print about the letters they receive from students which ask, "Please write and tell me all about yourself as I am doing a term paper on you," or "Please write and tell me all you know about New Mexico."

Before you write to such people, check to be sure that the information you seek is not available in published form. If you feel you must write, follow these suggestions: 1) Be very courteous; 2) Check form

and appearance of the letter carefully; 3) Make your request very specific; and 4) Enclose a self-addressed stamped envelope.

All letters of inquiry must be clear and should be short. If you are asking a question, you must phrase it so that the recipient cannot possibly misunderstand what you want to know, or give you less information than you need. If you ask for printed matter, make clear what you want, then stop. Avoid the cliche', "Thanking you in advance..." Usually the information or material you seek will be given as a public service and no thanks are necessary. If the recipient of your letter has made a special effort for your benefit, you may write a letter of appreciation afterward.

Students who are planning to attend college will have to write two special letters of request: One asking for a catalogue and application form; the other, requesting an interview.

The Letter of Adjustment or Complaint. Filing a consumer complaint - this type of letter is becoming more common because the consumer is beginning to step forward and make his or her thoughts known about products. These letters usually go directly to a company or they could go to a consumer agency which conducts investigations.

Errors are bound to occur in business transactions; the letter of adjustment or complaint calls attention to such errors.

1. What exactly is wrong? Go as far back into the history of the transaction as you need to do in order to explain the error.

2. What do you want the company to do about it? Never write a letter of complaint without indicating clearly the way in which you would like the error corrected. If you do not know the best method of making the adjustment, say so, and tell the recipient of your letter that you will wait for his or her suggestions.

3. Courtesy. No business person deliberately antagonizes his or her customers by errors in service. Always remember, when you write a letter calling for an adjustment, that the error which gave rise to the complaint was unintentional. A courteous and restrained tone, which implies that the firms with which you deal are honest, will get the best results.

The Letter of Application and Attached Resumé. Of all types of business letters discussed in this section, the letter of application requires and justifies most care in preparation. The reason is obvious. In the other letters, an error in tone or in form, though unfortunate, would probably not prevent the letter from achieving its objective. In a letter of application, on the other hand, every detail - wording, letter form, neatness, grammar, spelling, etc. - must be faultless. A prospective employer frequently make the decision for or against an applicant on the basis of just such details. A good position attracts many applicants. Many letters of application must be discarded after a single, hasty reading. If you are too careless to check a spelling, or too

lazy to recopy a letter to improve its balance or appearance, your application may be tossed aside without serious consideration.

Whenever you write a letter of application, check its contents against the following list:

1. Opening. Begin by naming the position for which you are applying and explaining how you heard of the vacancy.

2. Personal Information. In your own letters, this section will be brief. State your age. You may also give details on your health, physical appearance, etc., if they are relevant to the position you seek. Don't include what you'll have on your resumé.

3. Education. Name your school, and list any courses which you feel make you especially qualified for the position. This is the place to mention any special training you may have had which may interest your employer.

4. Experience and Personal Qualifications. At this point in your career, you may have little or no previous experience in the field of work in which you are applying for a position. Do not let this fact show up as a weak point in your letter of application. Describe the experience you do have, if any; then go on at once to give your reasons for feeling qualified to do the job well. Your interest in the field, your familiarity with its requirements - all these will help you to "sell yourself" in your letter.

5. References. Never give fewer than two references in a letter of application; three is the usual number. The people you name as references should be able to give a prospective employer information about both your ability and your general character. You should never give names as references before you have secured permission from the persons involved. You may choose among a former employer, a teacher, a minister, an adult friend of your family or yourself, or a business person of standing in your community.

6. Closing. End a letter of application with a direct request for an interview at the employer's convenience. Be sure to explain clearly where and when the employer can reach you if you think that he may wish to arrange an interview by telephone.

   Your letters of application should follow standard business letter form, as illustrated in the model on page 31.

Attached to your letter you should also include a personal resumé. The personal resumé - sometimes called a personal profile - is a brief summary of your education, experience and relevant personal characteristics. This kind of presentation has several advantages: 1) It is easier to read than a lengthy letter; 2) Several copies can be made and

used for many purposes; 3) It has an efficient and business-like appearance.

Some suggestions about its form might be helpful. Although some personnel people recommend a resumé in sentence and paragraph form, the outline form shown is simpler to write and easier to read. If at all possible, keep your resume to a single page; later on, when you have had more experience and more education, additional pages might be necessary.

In deciding what to include and what to omit in the resumé, keep in mind its essential function: to interest an employer in interviewing you by presenting to him or her in brief form the highlights of your qualifications. The resumé is not a substitute for an interview or a job application; consequently, you should not feel obliged to include every minor detail about your background. In fact, nothing should be included unless it gives the potential employer an additional reason for hiring you. Remember that you want most of all to create a favorable impression; be sure that both form and content create the effect you want.

If you include a resumé with your letter of application, you should not repeat any of the resumé information in the letter itself. Your letter, or "cover letter" as it is sometimes called, will then be briefer. It will begin with a brief statement of the position for which you are applying and indicate how you learned of the vacancy. Instead of discussing your qualifications however, a simple reference to the resumé will be enough; for example, "I am enclosing along with this letter a resumé of my experience and education." The letter can then close with a request for an interview.

1. <u>What to Put In the Resumé</u>.

   Identification - Name, address, telephone (including times when someone is available to answer, if necessary).

   Kind of Work Wanted - This is often stated as the "objective." The trick is to be as specific as possible without limiting your chances to be considered for more than one job opening. If you can type say "clerk-typist, or related clerical position" or "office assistant."

   Another example: If you are interested in sales, write "sales position" rather than "retail sales clerk" (you might find a good job selling wholesale supplies). However, don't go overboard on generalities. Do not write things like "any type of work considered," or "general work."

   Education - School, location, year of study or graduation - major and minor courses of study - scholastic standing (IF it's good. If your overall standing isn't good, try to select courses or time periods when it was good and stress that fact.) - school honors and activities. (These also can be put under a separate heading, such as "related experience" or "honors and accomplishments." Include participation in special programs.)

Work Experience - State most recent employer first, and work backward. List positions, length of employment and type of work (stressing achievements which cast a favorable light on you.) Don't forget volunteer work; that's important too.

Other Information - Mention special skills and talents, hobbies and community service.

Personal Data - Date of birth, height and weight, marital status and general health.

2. What to Leave Out.

References - List references on a separate sheet of paper. In one category list employment references - name of company, address, phone and supervisor. In the second category, list personal references - teachers and adults who know you well. Do not include relatives. Check with individuals for permission to use them as references. The reason you like references on a separate sheet of paper is that you are trying to spare them the bother unless an employer is seriously considering hiring you. Have your references ready at job interviews and supply them only on request. One more point: you need not write at the bottom of your resumé, "references supplied upon request" because it's assumed.

Picture - The only exceptions would be if an employer asks for a photo or if you're applying for a job such as a model, where looks are important.

Salary Requirements - Save the money talk for the job interview.

Ancestry, Color, Religion or Politics - Also omit affiliations that reflect this information.

Social Security Number - Have this ready at job interviews in case you are asked to fill out an application form.

Availability Date - Students and new grads may want to let employers know when they'll be available for work. If it's a specific date, this can be communicated in the cover letter that accompanies your resumé. The reason for not putting a specific date on a resumé is that it can become outdated. That is, if your resumé says you're available in August and you're still unemployed in September, you risk looking like a "left-over."

Date of Resumé - Same reason as above.

Request for an Interview - (this goes in your transmittal letter).

Official Documents - Don't enclose your high school report card or similar item.

Windy Words - Each word in your resumé must carry meaning. One bank manager recalled that an applicant stated his objective as "a challenging position leading to increased responsibility and self-actualization within a dynamic company." After you've written your resumé, go through it with a magnifying glass and see if there are any words you can leave out without weakening the resumé.

3. But What About An Average Person Who Has Nothing Special to Offer?

Suppose you weren't a member of any organization and have no work experience or special skills. All you've done in school is hang around with your friends and maybe go to the movies.

You've got a resumé-writing problem, but one that is possible to overcome. Essentially, the solution is to spend weeks thinking about yourself, writing down every scrap of an idea. Keep digging in your background until you've got something positive to write about. Since you can't stress experience, stress ability and aptitude. One method to help you probe for experience, stress ability and aptitude. One method to help you probe for past accomplishments is to ask friends who know you well to write a letter about you to an imaginary third person who doesn't know you at all. You may glean ideas from these letters.

If you're not a graduating senior, make it easier on yourself - get some activities going! Get a part-time job!

On the following pages you will find a cover letter, a complete resumé, the format for a different type of resumé and some tips on how to write a resumé.

On the following pages are two sample resumés. Below is a sample cover letter.

After studying these, write your own. Remember, resumés must be neat, typed or written in ink, and be mechanically and grammatically correct.

* * * * *

5 James Court
Minneapolis, Mn. 67890
October 15, 1976

Mr. William C. Armore
Personnel Director
Worthwhile Directory Service, Inc.
1718 June Street
Minneapolis, MN 78904

Dear Mr. Armore:

My resumé is enclosed in response to your advertisement for office workers in today's Minneapolis Gazette.

You will note that I have the clerical experience you request. My references will vouch for the fact that I pay careful attention to getting my work done correctly and on time. My attendance record is also excellent.

I look forward to talking with you, and will call you on October 17 to see when it would be convenient.

Yours truly,

Robert M. Fletcher

ROBERT M. FLETCHER

789-3990
(After 2 P.M.)

5 James Court
Minneapolis, Mn. 67890

Available for part-time work immediately; can work full-time during summers.

OBJECTIVE

Part-time office clerk where careful attention to detail, good typing skills, cheerfulness and reliability are desired.

EDUCATION

A senior at Tallmont High School, studying English, business machines, bookkeeping, business law, algebra and French. Completed the following business education courses with grades of A's and B's: typing - beginning and intermediate, and introduction to business.

EXPERIENCE

Part-time and summer editorial assistant and shipping clerk for Blue Ribbon Newspaper Service, Minneapolis. Copyreading and maintenance of customer files were main duties. Also responsible for bi-weekly shipment of editorial material to 1,500 newspapers. Company moved to Chicago. Asked me to relocate, but that was not possible because I want to continue my education. October 1975 - August 1976.

As volunteer for local draft board, gained experience operating OCR (Optical Character Recognition) machine, computer typewriter, adding machine and duplicator. Also performed general office duties after school and during summers. Parent worked at draft board and I helped out. May 1970 - August 1974.

Serve as volunteer secretary and treasurer of the Saturday Morning Bantam and Junior League at Dalmar Bowling Alley, Minneapolis. Learned calculating and maintenance of statistical information. 1974 to present.

RELATED EXPERIENCE

Now vice-president of Tallmont school chapter of Office Education Association. In 1974, was chairperson of school ecology paper drive - Tallmont collected the most scrap paper of any in the school district, 16 tons.

PRIMARY AIMS AND ASSETS

Former supervisors and some teachers have described me as having unusually mature judgment . . successful performance of any task brings great satisfaction . . not afraid of hard work . . expect to attend college locally and continue working part-time.

PERSONAL DATA

Born 1961 . . single . . 5'11", 135 pounds . . excellent health . . enjoy swimming, bowling, films and meeting new people.

Sample Resume

RESUME OF
(Name)
(Address)
(Telephone)

Job Objective: (May be used if you can be specific about the job you seek, now or in the future. Be careful not to slot yourself in too narrow position.)

Education: (List college degrees with highest degree first, including year of graduation, major, honors received and educational institution. Do not list seminars or other courses here - see below. If no college degree, list high school degree and other information as above.)

Employment: (Beginning with current or most recent employer first, then dating back chronologically. Depending on which is more directly related to the job you seek, "Education" and "Employment" sections may be interchanged to put the most relevant section first.)

(Dates - including mo. & year only, i.e. 9/74 to Present) (Job Title - underlined) (Company and location - city, state)

(Give brief general description of your function, highlighting significant areas of activity and showing increasing responsibilities; be positive; emphasize accomplishments or goals that were achieved. If more than one job title was held at a company, do the same for those jobs, remembering that their relevance to your area of interest should dictate how much detail to give. The more jobs you list, the less you should say about each.)

(Dates) (Job Title) (Different company and location)

(Job responsibilities/accomplishments)

(Explain gaps between employers if they were filled with attending school, working in an unrelated field or other common reasons. List employment information dating back to completion of education or first relevant job, whichever is most appropriate to the type of work you seek. Do not give reasons for leaving a company on a resume.)

Additional Education: (If applicable, list relevant seminars, courses, training, etc., including month and year of completion and sponsoring institution.)

Professional Organizations: (List membership in professional organizations and societies, office held by you, and any major honors given to you by them.)

Military Service: (If applicable)

Personal: (You need not list height, weight, age, marital status or health - they are optional. You may want to indicate geographical preference or willingness to relocate, security clearances held and a few outside interests or activities. Leave salary discussion for the interview - unless it is required. Otherwise, state that salary is "open.")

References: Available upon request. (Have names, addresses and telephone numbers of professional and personal references ready, but provide them only after a request from the employer.)

* * * * * * * * * * * * * * * *

Additional Guidelines for an Effective Resumé

1. A resumé should not be longer than two typewritten pages.

2. Always attach a brief, one-page cover letter to a resumé sent in the mail to "personalize" it, to direct the employer to the job you seek and how you became aware of the employer, and to tell the employer why you are qualified and interested. Address your letter to a specific person, when possible, or the employment manager, and refer to your resumé using simple, direct language (avoiding hackneyed expressions); reflect your individuality but avoid appearing overbearing, cute or humorous.

3. Never use "he" or "she" in a resumé or cover letter when referring to yourself - always use "I."

4. Be sure to proofread for errors in typing, dates, numbers, etc. Be neat.

5. Resumés may be reproduced for distribution, but each cover letter should be individually typed and signed.

CHECKLIST FOR WRITING LETTERS

1. Is my letter attractive? Is the form correct, with each of the parts correctly placed?

2. Does the heading give my complete address and the full date, if this is needed? Have I used commas to separate the city from the state and the day of the month from the year?

3. In a business letter, is the inside address accurate, complete and properly spaced?

4. Is the salutation appropriate? Is it followed by a comma for a friendly letter, or a colon for a business letter?

5. In the body of my letter, are my sentences grammatically correct and accurately punctuated? Are all words correctly spelled? Have I used paragraphing properly?

6. Is the closing appropriate? Is the first work capitalized; do other words begin with a small letter? Does a comma follow the closing?

7. Have I been consistent in the use of block or indented style, both in the letter and on the envelope? For a business letter, is the address on the envelope identical with the inside address in the letter?

8. Is the address on the envelope accurate, complete and attractively placed?

9. Have I folded the letter to fit the envelope?

10. Have I remembered to put my return address on the envelope?

Name_____

INFORMATION ON A CAREER THAT I WOULD LIKE TO BE INTERVIEWED FOR

1. Title of career:_____

2. Name of book, magazine, filmstrip, pamphlet, etc. used to find information on the career:_____

3. Why are you interested in the career?_____

_____

4. What subjects should you take, or have you taken, in high school to prepare for the career?_____

5. What training will you need beyond high school to qualify for the job?

_____

6. If additional education beyond high school is necessary, what school could offer you the education or training you would need? (Be specific name a school.)

_____

7. What skills or abilities are needed for the career?_____

_____

8. Do you have those skills or abilities?_____

9. What type of personality does the job require?_____

_____

10. Do you have that type of personality? Or, could you develop the qualities needed?_____

11. What are the physical requirements of the career?_____

_____

12. Are you physically capable of meeting those requirements?_____

13. What will be the approximate cost of preparing yourself for this career? (Total college or vocational school expenses, etc.)

_____

14. What is the average starting salary?_____

15. What chances for advancement are there?_____

_____

16. What are the working conditions?_____

_____

17. Is there an over or under supply of workers in this field?_____

_____

18. What aspects of this career appeal to you most?_____

_____

19. Name one disadvantage you see in this career:_____

_____

20. Name one advantage you see in this career:_____

_____

21. List any questions you would like to ask the interviewer about the career:

Name_____

PRACTICE INTERVIEW

This is an imaginary situation, but don't use fantasy in your answers. Pretend you are being interviewed for a job you want very much. You make up the details such as the name of the employer, place of employment, specific job, etc. The job should be one that a high school student could be hired to do, working on a part-time basis. It should also be a job that you would be qualified to handle, considering your personal experience.

1. Place of interview (company, hospital, garage, etc.):_____

   _____ Position applied for:_____

2. Title of person who will interview you (owner, department manager, personnel director, head nurse, etc.):_____

3. Time (date and hour) of the interview:_____

4. How will you dress for the interview? (Be specific.)_____

   _____

5. How will you prepare for the interview? (Are there any possible questions he/she might ask you that you can consider in advance?)

   _____

   _____

6. How can you show the interviewer that you are polite, enthusiastic and responsible?_____

7. If the interviewer asks you why you want the job, what will you say?

   _____

8. If the interviewer asks you what your qualifications are, what will you tell him/her?_____

9. What other questions do you think the interviewer might ask?_____

   _____

10. What questions should you ask the interviewer about the job?_____

    _____

11. Which of the following things would the interviewer notice about your behavior and consider to be poor manners:

_____ a. Not listening attentively

_____ b. Asking questions

_____ c. Looking at the floor and not at the interviewer

_____ d. Chewing gum

_____ e. Using incorrect English

_____ f. Not thanking the interviewer at the end of the interview

_____ g. Smoking

_____ h. Being late

BASIC RULES FOR INTERVIEWING

1. The interview is a special kind of conversation in which the purpose is either to gather or to supply information.

2. The man/woman who is prepared has his/her battle half fought.

3. When interviewing, prepare questions beforehand.

4. Make your best appearance.

5. Before every interview with some business person or executive, stand before a long mirror. Imagine you are that executive looking at you for the first time. Don't leave the house until you are sure every inch of your appearance would give the kind of impression that executive would like to see, and you would like to give.

6. The first impression is a lasting one, so make yours a good one.

7. Remember the interview begins the second you make your appearance.

8. Keep the interview moving.

9. Don't monopolize the interview.

10. Treat the person you are interviewing with respect.

11. Closing an interview may be the hardest part. Some people don't wind up; they just run down. When the subject has been adequately covered, summarize and leave.

SPECIFIC INFORMATION FOR JOB INTERVIEWS

1. Learn about the job.

2. Be able to give the personnel manager a concise picture of your abilities and interests.

3. Select the facts about yourself that you should emphasize in the interview.

4. Make a favorable impression - remember Confucius said: "When you know a thing, to hold that you know it; and when you do not know a thing, to allow that you do not know it; this is knowledge."

5. Clothes are more important than you may think. Shakespeare: "For the apparel oft proclaims the man. . . ."

6. Your behavior reveals things about you that your words cannot. You would not say, "I am casual and good natured. I am easy to get along with and very courteous. Whatever I do, I am enthusiastic about." To say this would sound conceited. But you can get these qualities across to the employer by your behavior.

7. Your speech is the essence of the interview. "As the vessel is known by the sound, whether it is cracked or not, so men are proved by their speeches, whether they be wise or foolish." - Demosthenes.

8. You are also entitled to ask some questions, the intelligence you reveal may very well get the job.

9. End the interview on a positive note. "The tongue is but three inches long, yet it can kill a man six feet high." - Japanese proverb.

Activity: Five Year Plan

1. By using the career materials available, make a 5-year plan that will begin when you graduate from high school. In well-written paragraphs, deal with each year and tell how you intend to spend it; whether in school, at home with your parents, or on your own - working, travelling, loafing or whatever.

2. Once you have done that, look back and list all of the things you needed to fill out or write, in order to accomplish what you intend to do. Take into consideration job application blanks, school entry blanks and other forms, letters of inquiry, letters of application, applications for loans, for housing, for savings or checking accounts, etc.

3. When your list is complete, actually complete any one of the written forms or letters you listed. It may mean writing for an application blank or calling the nearest bank for the forms you would need, but it's best to become familiar with these things now, when it's only for practice. If you're writing a letter, write it to a real person at a real address - look it up.

4. Turn in all three steps along with a summary statement, telling whether this is going to make you happy or get you to where you want to be in life.

Section III: Writing Minutes

I. Objectives:

A. Students will be able to identify the specific tasks of both organizational president and secretary (clerk).

B. Students will identify the resource, Robert's Rules of Order.

C. Students will be able to perform the duties of a clerk or secretary.

D. Students will be able to recognize the importance of order to a meeting.

E. Students will describe the language arts skills required in various organizational roles.

F. Students will describe how skills learned in school can relate to work and leisure.

II. Materials needed:

A. Terms and Definition of Minutes - general definitions to be used for spelling and vocabulary.

B. Officer's Duties and Order of Business - major duties of president and secretary (clerk).

C. Script - dramatization of meeting for practice exercise.

III. Procedure:

A. Day 1

Some initial motivation for studying the organizational roles might be needed. Discussing examples of the use of writing skills in organizational roles in paid employment, volunteer activities and leisure and citizenship activities could serve that purpose.

Introduce the reasons for order at a meeting, the book Robert's Rules of Order and discuss the commonly used motions at a meeting. Teacher may need to do some background research before this unit.

B. Day 2

Explain the basic procedures of a meeting. Introduce the major officers and their functions, emphasizing the duties of the secretary.

Use the Terms and Definition of Minutes and Officer's Duties and Order of Business handouts to help your explanation.

Discuss with the class the duties and special methods of minute taking.

C. Day 3

On this day you will use the dramatization. Select one student as president. Select other students to re-enact the drama. The rest of the class will act as secretaries.

Have several students read their minutes. Critique as a class. Collect the papers.

D. Day 4

Repeat the dramatization using other students in roles so that each student gets a chance to take minutes. Have several students read their minutes. Critique as a class. Collect the papers.

E. Day 5

If you want to discover how much your students learned you could make up a test covering terms, procedures, roles, relative order, minute taking, and functions of a secretary. You might use this day for a writing assignment concerning how the students think they will need writing skills in adult life. Minute taking would give them a start on their thinking.

IV. Notes to the Teacher:

A. Be sure that you are familiar with parliamentary procedure before beginning this unit.

B. You can make up another dramatization if you feel your students need more practice in taking minutes.

C. It would be worthwhile to have the students try to find the definition of the terms.

D. If it is possible to take your class on a field trip to observe a meeting in action, it would be helpful for students to better understand the workings of a meeting.

TERMS

accepting
action
adjourn
amendable
appoint
assembly
business
carry
chair
chairperson
clarify
club/organization
committee
control
debatable
debate
decision of chair
defer
dismiss
division
floor
force vote
house
incidental
indecorum
limit
main
majority
minutes
modify
motion
move
nomination
nullify
order of day
passed
pending
plurality
point of order
postpone
privilege
question
question of privilege
read
recess
recognize
reconsider
refer
rescind
rules
second
speaker
special
subsidiary
suppress
suspend
table
tie
two-thirds
vote

Definition of Minutes:

In the recorded proceedings of an assembly, the minutes contain:

1. Kind of meeting
   a. regular
   b. special
   c. adjourned special
   d. adjourned regular
2. Name of assembly
3. Date of meeting - place if other than regular
4. Prescence of regular chairperson and secretary
5. Whether previous minutes were approved
6. All main motions with name of introducer
7. Usually the hours of meeting and adjournment when meeting is solely for business

The minutes are usually kept in a book and written in ink or typed. The secretary usually will take minutes in pencil and transfer for neatness. The minutes are usually read at the opening of the meeting.

Order of Business
(see next page)

OFFICERS' DUTIES

President - Chairperson - Chair - Presiding Officer

Duties:

1. To open the session at the time the assembly is to meet, by calling the members to order.
2. To announce the business.
3. To recognize members entitled to the floor.
4. To state questions.
5. To put all questions to a vote.
6. To announce results of votes.
7. To protect assembly from annoyance from evidently frivolous motions.
8. To assist in the expenditing of business.
9. To restrain members when engaged in debate.
10. To enforce order.

Secretary - Clerk - Recorder

Duties:

1. Keep register or call of the members (members present).
2. Call roll when required.
3. Notify officers, committees and delegates of other appointments.
4. Furnish committees with all papers referred to them and delegates with credentials.
5. Sign all orders on the treasury authorized by the society.
6. Keep books of by-laws, rules of order and standing rules. These should be written, leaving every other page blank.) Whenever an amendment is made to any of them, in addition to being recorded in the minutes, it should be immediately entered on the opposite page to the article. The amendment should include a reference to the article (in red ink) and the page of the minutes when it is recorded.

ORDER OF BUSINESS

Normal procedure of business:

1. Call to order - by president.
2. Reading of minutes.
3. Reports of board and standing committees.
4. Reports of special meetings and committees.
5. Special orders.
6. Unfinished business and general orders.
7. New business.
8. Adjournment.

DRAMATIZATION

President: "I would like to call the meeting to order. Could we have the minutes from the last meeting please?"

Secretary: "Meeting of the Once a Year Party Club of America was called to order by President I. M. Leader at 7:30 p.m., September 19, 1978. Host, J. Gota Room.

Minutes from August 19, 1978, approved as read.

Treasurer's report - filed 'A.'

The president gave notice of standing committee assignments for the following year.

On End Committee	- Ivan Lean
Agenda	- Looky Head
Promotions	- Candy Seller
Program	- Lotza Connections

Motion was made by Junior Saver that the club sell tickets for TV Lottery - seconded by Goa Long. Passed - 15 yes; 7 no; 2 abstentions.

Motion by Knot Available not to meet next month, seconded by Noah Can Come. Failed - 7 yes; 15 no; 2 abstentions.

Discussion of Christmas party. Members decided to have party on December 26, at the Nativity Room in the Reindeer Inn.

Motion by Noah Genes that the party be formal, seconded by Cumber Bund. Passed - 15 yes; 7 no; 2 abstentions.

Motion by Iva Supply that everyone wear costumes. Seconded by Hafta Rentone. Passed - 15 yes; 7 no; 2 abstentions.

Meeting adjourned - 8:25.

Program - A lecture by Golda Rod on "The Flowers of the Month."

President: "Are there any additions or corrections to the minutes? If not, they stand approved as read. Could we have the Treasurer's report?"

Treasurer: "Our treasury shows a balance of 9 million in the red, due to last month's party; 8 million for mix and ice cubes, $1.00 for rent of the hall and $999,999.00 for damage to the lavs."

President: "Any questions as to the report? If not, secretary file the report 'A.' Are there any other reports from club officers?"

Secretary: "We received a letter from Ben Wrecked as to damages of party.

Received letter from National Organization stating convention time and place. If anyone is interested, see me after adjournment.

Sent letter to Ben Wrecked about party damage, including a check for $999,999.00, check number 954, dated January 9, 1977."

President: "Treasurer?"

Treasurer: "With the treasury in its present state, I feel we had better find some money making devices to pay bills. How are the ticket sales coming for the lottery? I have only received $20.00 so far."

President: "Can we have a report from the special committee in charge of the lottery? Ms. Wanda Check?"

Ms. Check: "I have given all the tickets out. I understand that not many tickets have been sold. I have received only $100.00 so far, $20.00 of which I have turned in to the treasurer."

President: "I urge you all to get your money in and get those tickets sold. Remember, we need the money and you are responsible for the tickets you have been given. Ms. Check?"

Ms. Check: "As you know, the lottery will be held at Given A. Way's Grocery on the 24th. I expect the lottery committee to be there. Have you got the publicity set up yet, Major Ad?"

Major Ad: "I will have both the radio and TV coverage at the store and I have sent letters to the newspapers. I'll have your publicity for you."

President: "Sounds as though they are going great guns with the lottery. If all of you will sell your tickets, this will go over with a bang. Now, do any of the other committees have anythings to report? Ms. Lead?"

Ms. Lead: "No!"

President: "Mrs. Head?"

Mrs. Head: "Only one thing. I have to know if you want something on the agenda by at least a week before the meeting."

President "Miss Seller?"

Miss Seller: "No!"

President: "I know Mr. Connections has an excellent program for us this evening, so we had better move on. Is there any new business? Mr. Seata Future?"

Seata Future: "Mr. President, I propose we have an ice cream social to raise money for the treasury. In fact, I move we have the social the 9th of February."

President: "Do we have a second?"

Ben Past: "I second the motion."

Recan Noder: "I amend the motion to read the 10th of February."

President: "Bill Mee has seconded the amendment. Now, could we vote on the amendment? Secretary, please read the amendment."

Secretary: "The motion to have an ice cream social on the 9th of February has been amended to read the 10th of February."

President: "All in favor signify by saying 'AYE.' Those opposed, same sign. Any abstentions? 15 yes; 7 no; 2 abstentions. Passes? Now read the motion as amended."

Secretary: "It has been moved and seconded that we have an ice cream social on the 10th of February."

President: "All in favor say, 'AYE.' All opposed, same sign. Any abstentions? Passed. 15 yes; 7 no; 2 abstentions. I suppose a commitee should be set up to take care of place and workers."

Miss Seller: "I move the President appoint a committee of three and that they will report at the next meeting."

Mrs. Head: "I second that."

President: "A motion has been made and seconded that I appoint a committee of three and that they report at the next meeting. All in favor signify by saying 'AYE.' All opposed, same sign. Abstentions? 15 yes; 7 no; 2 abstentions. Motion passed. I would like to know who is interested in this duty. O.K., I appoint S. O. Cone, Marsha Mello and Sara Lee. Now, any other business?"

Ima Done: "I move we adjourn."

President: "Before we adjourn we must decide on a meeting place and time for next month's meeting. I believe it's at Al Gatheraround's house. You know the address - 7:30 p.m. Meeting adjourned. Now the program. Mr. Connection, would you introduce our guest?"

Mr. Connection: "I would like to introduce Hada Venture, who will entertain you with slides from his last trip on which he died. Mr. Venture."

Section IV: Completing Forms

I. Objectives:

A. Students will have accurately completed a Minnesota Motor Vehicle accident report form.

B. Students will have accurately completed an insurance accident report form.

C. Students will have successfully transferred written information onto a report form.

D. Students will identify the transfer of application form skills to several life activities.

II. Materials needed:

A. Eight Important Rules for Filling Out Forms.

B. Accident Simulation #1.

C. Accident Simulation #2.

D. Minnesota Motor Vehicle Accident Report.

E. Insurance Accident Report Forms from several companies.

III. Procedure:

A. Day 1

In introducing this unit on completing forms, you might begin by recalling what was studied in Section II on application forms. Hand out the Eight Important Rules Sheet and review with the students.

Hand out Accident Simulation #1. Review with the students. Then hand out the Motor Vehicle Accident Report and have students fill in for the simulation. Administer individual help with filling out the form.

B. Day 2

Review the rules for filling out forms. Hand out Accident Simulation #2. Have student review the form the filled out on the previous day and proceed to complete a Minnesota Motor Vehicle Accident report.

C. Day 3

Introduce insurance forms. Try to get several forms from insurance

agents in your community. If you can, make transparencies to use when you are introducing the forms. Students might also help you obtain forms from their insurance companies. Use accident #2 and fill out an insurance form for it.

D. Day 4

Take time to discuss how language skills are necessary in filling out forms. If possible, try to get an insurance agent to come to the class to speak. If this is not possible, you might have a discussion with students who have been involved in accidents and their experiences with forms. End the class period with a discussion of other types of forms that adults encounter in their lives.

IV. Notes to the Teacher:

A. If it is possible for you to locate a speaker, arrange this ahead of time and explain to the speaker what you are covering. Otherwise, he/she may give a sales pitch.

B. Collect as many accident report forms as you can. Ask students, parents, and teachers to help.

C. This unit is a natural to tie-in with application forms.

EIGHT IMPORTANT RULES FOR FILLING OUT FORMS

1. Always, always, always tell the truth; not only because it is morally right, but also because of the possible results of getting caught lying.

2. Always write legibly; or if possible, type.

3. Be complete in filling out the form.

4. Be positive about your own talents, capabilities and skills.

5. Always write in complete sentences when called for; using correct grammar, spelling and punctuation. Don't be afraid of using the dictionary.

6. Always answer the questions asked - this means that you must carefully read all instruction.

7. Be concise - don't use 14 sentences to say something that could be better said in two sentences.

8. Know the specific nature of the job you are applying for; most of you are not yet capable of taking on the job of being a brain surgeon.

ACCIDENT #1

The following accident occurred during the early morning work rush hour (7:10 - March 29, 1978):

At the intersection of 4th Avenue and Main Street in Silverton, Minnesota, Helen Hoffmann, who was driving west on 4th Avenue, hit the rear door of Otto Gofaster's vehicle. The Gofaster vehicle was proceeding through the intersection in a southerly direction. Ms. Hoffmann's car collided with the Gofaster vehicle so as to cause the Gofaster auto to be moved sideways into the path of another car driven by Alex Ander.

The Ander vehicle was able to stop, however, without being involved in the accident. Ms. Hoffmann stated, at the accident, that she was admiring Rich Ard, who had just passed through the intersection going south on Main Street, and therefore was clearly in the wrong and the accident was her fault.

With the preceeding information, you are to fill out a Minnesota Motor Vehicle Accident Report form from the point of view of Ms. Hoffmann.

Necessary Information:

Ms. Helen May Hoffmann
1544 E. 16th Street
Alexandria, Minnesota 55076

Drivers License No: H-506-208-917-843

Car License No: DW C121

Car: Ford 1956 Blue Sedan

Insurance Company: State Farm

Damage: $700.00

Mr. Otto H. Gofaster
1234 West Dixon Drive
St. Louis, Missouri 77891

Drivers License No: G-706-825-933-845

Car License No: EZ 666

Car: Buick 1965 White Sedan

Insurance Company: State Farm

Damage: $1,500.00

ACCIDENT #2

A vehicle operated by Roland Bye (19) was moving west on Highway 307 (a two-lane road) going home from a party. His passengers were Audrey Kelly (19) and Simone User (20).

A vehicle operated by Adam Lee was traveling east on Highway 307 going home after a long family vacation. His passengers were Mrs. Lavitia Lee (29), Jay Lee (5) and Rick Lee (3), his two sons.

The two cars came together at 3:00 a.m. on an ill-lighted section of the road between Cusion and Davenport. (One had side-swiped the other, cause unknown.)

The police reported Mr. Lee unconscious, Mrs. Lee with what seemed a broken arm, the two children seemed OK. The report also read, "Miss Kelly had a cut over her left eye and Mr. Bye had a broken right leg, Miss User, OK."

You are to complete a Minnesota Accident Report form and an insurance report. You are assuming the character of Adam Lee.

Necessary Information:

Adam Carter Lee
954 Buel Drive
Westcott, Minnesota 55222

Drivers License No. L-806-543-888-002

Car License No: DS 784

Car: Buick 1975 Station Wagon

Insurance Company: State Farm Policy #9046, Agent: Robert Sully

Damage: $1,000.00

Roland Case Bye
90th Drive
Arise, Minnesota 55077

Drivers License No: B-006-774-992-554

Car License No: LL 484

Car: Ford 1974 Sedan

Insurance Company: State Farm Policy #1111, Agent: Peter Rich

Audrey Lee Kelly
10 Place
Boston, Massachusetts 7777